

GCSE

LATIN

Latin Prose Literature (Higher Tier)

Specimen Paper

H

A403

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

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Candidate
Surname

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Centre
Number

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Candidate
Number

--	--	--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **either** Section A **or** Section B.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 50.

Answer **either** Section A **or** Section B.

Section A: Pliny, Letters

Answer all the questions.

Read the passages below and answer the questions that follow each one.

properat illuc unde alii fugiunt, rectumque cursum recta gubernacula in
periculum tenet adeo solutus metu, ut omnes illius mali motus omnes
figuras ut deprenderat oculis dictaret enotaretque.

Letter 6.16 section 10

- 1** *properat illuc*: what had made the elder Pliny set out on this journey? Give **two** details.

.....

.....

.....

.....[2]

- 2** *properat illuc unde alii fugiunt*: what contrast is Pliny making here?

.....

.....

.....

.....[2]

- 3** Write down and translate the **two** Latin words that best describe the elder Pliny.

.....

.....

.....

.....[2]

- 4** What was the elder Pliny interested in?

.....

.....[1]

[Turn over

6 Read and translate the Latin passage.

quo tunc avunculus meus secundissimo invectus, complectitur trepidantem
consolatur hortatur, utque timorem eius sua securitate leniret, deferri in
balineum iubet.

Letter 6.16 section 12

Translate these lines.

[5]

- 7 From your reading of Letter 6.16, what picture of Pliny the Elder emerges? In your answer you should refer to other parts of the letter you have read, and you can also refer to the lines printed in the question paper.

[8]

8 Read the Latin passages and answer the question.

intuenti mihi et fortunae tuae et animi magnitudinem convenientissimum
videtur demonstrari opera non minus aeternitate tua quam gloria digna,
quantumque pulchritudinis tantum utilitatis habitura.

Letter 10.41 section 1

How does Pliny try to win the favour of Trajan? Give **three** details.

.....

.....

.....

.....

.....

.....

.....[3]

9

est in Nicomediensium finibus amplissimus lacus. per hunc marmora fructus
ligna materiae et sumptu modico et labore usque ad viam navibus,
inde magno labore maiore impendio vehiculis ad mare devehuntur.

Letter 10.41 section 2

Write down and translate the Latin word that describes the lake.

.....[2]

10 What advantage does Pliny say the lake offers?

.....

.....[1]

11 What problem does he identify?

.....

.....

.....

.....[2]

12 What is the best translation of *navibus*?

Put a tick (✓) in the correct box.

- | | | |
|----------|----------------|--------------------------|
| A | by ship | <input type="checkbox"/> |
| B | for the ships | <input type="checkbox"/> |
| C | from the ships | <input type="checkbox"/> |
| D | to the ship | <input type="checkbox"/> |

[1]

13 What is the best translation of *devehuntur*?

Put a tick (✓) in the correct box.

- | | | |
|----------|-----------------------|--------------------------|
| A | they carry | <input type="checkbox"/> |
| B | they are weighed down | <input type="checkbox"/> |
| C | they are carried | <input type="checkbox"/> |
| D | they are carried down | <input type="checkbox"/> |

[1]

[Turn over]

14 Read the passages and answer the question.

hoc opus multas manus poscit. at eae porro non desunt. nam et in agris magna copia est hominum et maxima in civitate, certaue spes omnes libentissime adgressuros opus omnibus fructuosum. superest ut tu libratores vel architectos si tibi videbitur mittas, qui diligenter exploret, sitne lacus altior mari, quem artifices regionis huius quadraginta cubitis altiores esse contendunt.

This work demands many hands. But then there is no lack of these. For both in the country and especially in the city there is a great abundance of men, and there is a sure hope that everyone will most willingly undertake a task profitable for all. It remains for you to send a surveyor or an architect if you agree, to make a careful survey to see if the lake is higher than the sea; the experts of this region maintain that it is higher by 40 cubits.

Letter 10.41 sections 2-3

How does Pliny try to make his arguments persuasive?

In your answer you should refer to the **Latin** and discuss Pliny's choice and position of words and any other stylistic features. Your answer should cover the following points:

- the availability of workers
- the benefit of the task
- the need for surveying.

Marks are awarded for the quality of written communication of your answer.

.....[10]

Section A Total [50]

BLANK PAGE

Section B is on the next page

[Turn over

Do **not** answer Section B if you have already answered Section A.

Section B: Livy and Caesar

Answer all the questions.

15 Read the Latin passages and answer the questions.

tum vero simul ab hostibus, simul ab iniquitate locorum Poeni
oppugnabantur, plusque inter ipsos, sibi quoque tendente ut periculo prius
evaderet, quam cum hostibus certaminis erat.

Livy 21.33

ab hostibus: who were the enemy and what was the purpose of their attack?

.....

.....

.....

.....[1]

16 *iniquitate locorum*: describe the place where this battle took place.

.....

.....

.....

.....[2]

17 *plusque inter ipsos quam cum hostibus certaminis erat*: what comparison is Livy making here?

.....

.....

.....

.....[2]

18 Write down and translate the Latin word which tells us what the Carthaginians were trying to escape from.

.....[2]

19 Read the passages and answer the question.

et equi maxime infestum agmen faciebant, qui et clamoribus dissonis, quos nemora etiam repercussaeque valles augebant, territi trepidabant, et icti forte aut vulnerati adeo consternabantur, ut stragem ingentem simul hominum ac sarcinarum omnis generis facerent. multosque turba, cum praecipites utrimque angustiae essent, in immensum altitudinis deiecit; et iumenta cum oneribus devolvebantur.

And the horses were making the column particularly dangerous: terrified by the raucous shouts, which even the groves and echoing valleys amplified, they panicked, and when they were by chance hit or wounded, they were so crazed that they caused huge destruction of both men and baggage of all kinds. And the confusion, since the pass was steep and narrow on both sides, cast many down to an immense depth; and baggage animals went tumbling down with their burdens.

Livy 21.33

How does Livy make this a vivid and dramatic passage?

In your answer you should refer to the **Latin** and discuss Livy's choice and position of words and any other stylistic features. Your answer should cover the following points:

- the fear of the horses
- the effects of the location
- the destruction caused.

Marks are awarded for the quality of written communication of your answer.

[10]

[Turn over

Read the Latin passage and answer the questions

quae quamquam foeda visu erant, stetit parumper tamen Hannibal ac suos continuit, ne tumultum ac trepidationem augeret; deinde, postquam interrumpi agmen vidit, decurrit ex superiore loco.

Livy 21.33

20 What is the best translation of *foeda visu*?

Put a tick (✓) in the correct box.

- | | | |
|----------|--------------------------------|--------------------------|
| A | dreadful to see | <input type="checkbox"/> |
| B | dreadful vision | <input type="checkbox"/> |
| C | dreadful to relate | <input type="checkbox"/> |
| D | a dreadful thing that they saw | <input type="checkbox"/> |

[1]

21 What is the best translation of *suos continuit*?

Put a tick (✓) in the correct box.

- | | | |
|----------|----------------------------|--------------------------|
| A | He contained his anger. | <input type="checkbox"/> |
| B | He continued with his men. | <input type="checkbox"/> |
| C | He held his men back. | <input type="checkbox"/> |
| D | He held back his feelings. | <input type="checkbox"/> |

[1]

22 *decurrit*: what made him do this?

.....[2]

23 What were the **two** effects of this action?

.....

.....

.....

.....[2]

Read the Latin passage and answer the questions.

pugnatum est ab utrisque acriter. nostri tamen, quod neque ordines
servare neque firmiter insistere neque signa subsequi poterant atque
alius alia ex navi quibuscumque signis occurrerat se aggregabat,
magnopere perturbabantur.

Caesar de Bello Gallico 4.26

24 Write down and translate the Latin word that describes how both sides fought.

.....[2]

25 What was the result of their inability to keep ranks, keep their footing and follow the standards?

.....
.....[1]

Read and translate the Latin passage.

hostes vero, ubi ex litore aliquos singulares ex navi egredientes conspexerant,
incitatis equis impeditos adoriebantur, plures paucos circumstabant,
alii ab latere aperto in universos tela coniciebant.

Caesar de Bello Gallico 4.26

26 Translate these lines.

.....
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.....
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.....
.....
.....[5]

[Turn over

27 Read the passages and answer the question.

quod cum animadvertisset Caesar, scaphas
longarum navium, item speculatoria navigia
militibus compleri iussit et, quos laborantes
conspexerat, his subsidia summittebat. nostri,
simul in arido constiterant, suis omnibus
consecutis, in hostes impetum fecerunt atque eos
in fugam dederunt; neque longius prosequi
potuerunt, quod equites cursum tenere atque
insulam capere non potuerant. hoc unum ad
pristinam fortunam Caesari defuit.

When Caesar noticed this, he ordered the dinghies from the warships, and likewise the scouting boats, to be filled with men and he sent help to those whom he had seen struggling. Our men, as soon as they stood on dry land, when all their comrades had followed, attacked the enemy and put them to flight; but they were unable to pursue them further, because the cavalry had not been able to hold their course and reach the island. This alone was missing from Caesar's accustomed fortune.

Caesar de *Bello Gallico* 4.26

How does Caesar show his leadership qualities?

In your answer you should refer to the **Latin** and discuss Caesar's choice and position of words and any other stylistic features. Your answer should cover the following points:

- his prompt action to protect his men
- how his men achieved victory
- the lack of cavalry.

Marks are awarded for the quality of written communication of your answer.

.....[10]

Section B Total [50]

Paper Total [50]

SPECIMEN

Copyright Acknowledgements:

Sources

Section A

Pliny's Letters, MB Fisher & MR Griffin, Cambridge Latin Texts CUP, ISBN 0521202981 P28 & 58

Pliny Letters 6.16.10-13 ibid

Pliny Letters 6.16.14-19 ibid

Pliny Letters 6.16.19-24 ibid

Pliny Letters 6.16.24-27 ibid

Pliny Letters 10.41.1-4 ibid

Pliny Letters 10.41.4-8 ibid

Pliny Letters 10.41.8-14 ibid

Section B

Livy from Oxford Latin Reader Oxford University Press ISBN 0195212096p. 178

Livy 21.33.5 ibid

Livy 21.33.6-7 ibid

Livy 21.33.8-9 ibid

Caesar from Oxford Latin Reader p. 62

Caesar de Bello Gallico 4.26.1 ibid

Caesar de Bello Gallico 4.26.2-3 ibid

Caesar de Bello Gallico 4.26.4-5 ibid

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The maximum mark for this paper is 50.

SPECIMEN

Section A: Pliny		
Question Number	Answer	Max Mark
1	<p><i>properat illuc</i>: what had made the elder Pliny set out on this journey? Give two details.</p> <p>the eruption of Vesuvius (1) letter from Rectina (1)</p>	[2]
2	<p><i>properat illuc unde alii fugiunt</i>: what contrast is Pliny drawing here?</p> <p>he was heading into danger (1) everyone else was fleeing from it (1)</p>	[2]
3	<p>Write down and translate the two Latin words that best describe the elder Pliny.</p> <p><i>solutus metu</i> (1) free from fear (1)</p>	[2]
4	<p>What interested the elder Pliny?</p> <p>all the movements / manifestations of the catastrophe</p>	[1]
5	<p>How does Pliny make this a vivid and dramatic passage?</p> <ul style="list-style-type: none"> the dangers threatening them <p><i>cinis incidebat</i> – ash was falling</p> <p><i>calidior et densior</i> – hotter and thicker</p> <p><i>propius ... calidior / densior</i> – use of comparatives</p> <p><i>iam ... iam</i> – anaphora of ‘now’</p> <p><i>nigri et ambusti et fracti igne</i> – ascending tricolon / descriptive</p> <p><i>lapides</i> – deferred subject</p> <p><i>vadum subitum</i> – sudden shallows</p> <p><i>ellipsis of verb</i> – stark language</p> <p><i>ruina montis</i> – ruin of the mountain – hyperbole</p> the elder Pliny’s plans <p><i>cunctatus</i> – hesitated</p> <p><i>paulatim</i> – only briefly</p> <p><i>Pomponianum pete</i> – make for Pomponianus – alliteration</p> his determination <p><i>gubernatori ... monenti</i> – gave orders to advance despite helmsman</p> <p><i>fortes fortuna iuvat</i> – fortune favours the brave.</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band..</p>	[10]

Section A: Pliny		
Question Number	Answer	Max Mark
6	<p>Translate these lines.</p> <p>Use the marking grid at the end of the Marking Scheme.</p>	[5]
7	<p>From your reading of Letter 6.16, what picture of Pliny the Elder emerges?</p> <p>Use the 8-mark marking grid at the end of the mark scheme.</p>	
8	<p>How does Pliny try to win the favour of Trajan? Give three details.</p> <p>he flatters him (1) he praises his good fortune (1) he praises his greatness of mind (1) he says his name is eternal (1) the project is worthy of his name (1) the emperor has glory (1) he stresses both utility and beauty of the work (1) Accept any three points.</p>	[3]
9	<p>Write down and translate the Latin word that describes the lake.</p> <p><i>amplissimus</i> (1) very large (1)</p>	[2]
10	<p>What advantage does Pliny say the lake offers?</p> <p>goods can be conveyed cheaply</p>	[1]
11	<p>What problem does he identify?</p> <p>then it's expensive (1) and labour-intensive (1)</p>	[2]
12	<p>What is the best translation of <i>navibus</i>? Tick the correct box.</p> <p>A - by ship</p>	[1]
13	<p>What is the best translation of <i>devehuntur</i>? Tick the correct box.</p> <p>D - They are carried down.</p>	[1]

Section A: Pliny		
Question Number	Answer	Max Mark
14	<p>How does Pliny try to make his arguments persuasive?</p> <ul style="list-style-type: none"> the availability of workers <i>at</i> – strong contrast <i>non desunt</i> – litotes <i>magna copia</i> – great abundance <i>magna ... maxima</i> – crescendo <i>maxima copia</i> – very great abundance <i>libentissime</i> – superlative <i>libentissime</i> – they will be willing the benefit of the task <i>omnibus fructuosum</i> – profitable for all <i>omnes ... omnibus</i> – anaphora the need for surveying <i>libratorem vel architectum</i> – surveyor or architect <i>diligenter</i> – carefully <i>sitne lacus altior mari</i> – relative height of the lake <i>quadraginta cubitis</i> – a large height difference <i>contendunt</i> – they are confident <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	[10]
	Section A Total	[50]

Section B: Livy and Caesar		
Question Number	Answer	Max Mark
15	<p><i>ab hostibus</i>: who were the enemy and what was the purpose of their attack?</p> <p>the Gauls or mountain people (1) to eject the Carthaginians from the pass (1)</p>	[2]
16	<p><i>iniquitate locorum</i>: describe the place where this battle occurred.</p> <p>cliffs on both sides (1) trackless places (1) narrow defile (1) Accept any two points.</p>	[2]
17	<p><i>plusque inter ipsos quam cum hostibus certaminis erat</i>: what comparison is Livy making here?</p> <p>they struggled more among themselves (1) than with the enemy (1)</p>	[2]
18	<p>Write down and translate the Latin word which tells us what the Carthaginians were trying to escape from.</p> <p><i>periculo</i> (1) danger (1)</p>	[2]
19	<p>How does Livy make this a vivid and dramatic passage?</p> <ul style="list-style-type: none"> the fear of the horses <i>maxime infestum agmen faciebant</i> – they made the column particularly dangerous <i>clamoribus dissonis territi</i> – terrified by the raucous shouts <i>territi trepidabant</i> – alliteration <i>trepidabant</i> – they panicked <i>icti aut vulnerati</i> – injured <i>consternabantur</i> – they were crazed the effects of the location <i>repercussae valles</i> – echoing valleys <i>augebant</i> – the valleys amplified the sound <i>praecipites</i> – steep <i>utrimque angustiae</i> – narrow on both sides <i>immensum altitudinis</i> – immense depth 	[10]

Section B: Livy and Caesar		
Question Number	Answer	Max Mark
19 Cont'd	<ul style="list-style-type: none"> the destruction caused <p><i>stragem ingentem</i> – huge destruction <i>multos turba deiecit</i> – the confusion cast down many <i>multos</i> – emphatic position <i>iumenta devolvebantur</i> – baggage animals went tumbling down <i>cum oneribus</i> – along with their burdens</p> <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	
20	<p>What is the best translation of <i>foeda visu</i>? Tick the correct box.</p> <p>A - dreadful to see</p>	[1]
21	<p>What is the best translation of <i>suos continuit</i>? Tick the correct box.</p> <p>C - He held his men back.</p>	[1]
22	<p><i>decurrit</i>: what made him do this?</p> <p>he saw his column (1) broken apart (1)</p>	[2]
23	<p>What were the two effects of this action?</p> <p>he routed the enemy (1) he added to the confusion of his own men (1)</p>	[2]
24	<p>In Livy's account of Hannibal's journey, what picture of Hannibal have you formed?.</p> <p>Use the 8-mark marking grid at the end of the mark scheme.</p>	[8]
25	<p>Write down and translate the Latin word that describes how both sides fought.</p> <p><i>acriter</i> (1) keenly (1)</p>	[2]

Section B: Livy and Caesar		
Question Number	Answer	Max Mark
26	<p>What was the result of their inability to keep ranks, keep their footing and follow the standards?</p> <p>they became mixed up or they were thrown into confusion</p>	[1]
27	<p>Translate these lines.</p> <p>Use the marking grid at the end of the Marking Scheme.</p>	[5]
28	<p>How does Caesar show his leadership qualities?</p> <ul style="list-style-type: none"> his prompt action to protect his men <i>scaphas compleri iussit</i> – ordered the dinghies to be filled <i>item speculatoria navigia</i> – also the scouting boats <i>subsidia summittebat</i> – sent help <i>subsidia summittebat</i> – alliteration how his men achieved victory <i>simul</i> – prompt action <i>suis omnibus consecutis</i> – all followed <i>impetum fecerunt</i> – attacked <i>eos in fugam dederunt</i> – routed them the lack of cavalry <i>neque longius prosequi potuerunt</i> – no further pursuit <i>prosequi potuerunt</i> - alliteration <i>equites ... potuerant</i> – cavalry not arrived <i>hoc unum defuit</i> – this alone missing <i>pristinam fortunam Caesaris</i> – Caesar's accustomed fortune <p>The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p>	[10]
Section B Total		[50]
Paper Total		[50]

Marking grid for 10-mark questions (Higher Tier)

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Coverage of the points in the indicative mark scheme; • Choice and use of evidence; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	9-10	<ul style="list-style-type: none"> • All three bullet points covered in detail; • A good range of accurate Latin quotation and developed discussion of these; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	6-8	<ul style="list-style-type: none"> • Two bullet points covered in detail, or a narrower range of stylistic features or points of content; • Some accurate Latin quotation with relevant discussion; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	3-5	<ul style="list-style-type: none"> • One bullet point covered in detail, or two or three bullet points covered sketchily, with few relevant quotes and a narrow range of points; • Limited Latin quotation which might not be discussed in detail; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-2	<ul style="list-style-type: none"> • One bullet point covered sketchily, or two or three bullet points hardly covered at all; • Very little or no Latin quotation and/or no discussion of evidence; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

Marking grid for 8-mark questions (Higher Tier)

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> • Choice and use of evidence; • Engagement with the question; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	7-8	<ul style="list-style-type: none"> • A good range of well-chosen points covered in detail; • Answer well-directed at the question; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	4-6	<ul style="list-style-type: none"> • An adequate range of relevant points; • Answers slightly less focused on the question; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	2-3	<ul style="list-style-type: none"> • Few relevant points; • Limited engagement with the question; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-1	<ul style="list-style-type: none"> • One or two points made, which may be irrelevant; • Little or no engagement with the question; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

Marking grid for set text translation 5-mark questions (Higher Tier)

[5] Perfectly accurate

[4] Overall sense correct; up to 2 minor errors (eg tense, number) or a single major error or omission

[3] Overall sense correct, with several serious errors or omissions

[2] Parts correct; a few correct phrases but overall sense lacking or unclear

[1] Isolated knowledge of vocabulary only

[0] Totally incorrect or omitted

N.B. Consequential errors should not be penalised.

Assessment Objectives Grid (includes QWC)

Question	AO1	Total
1-28	60	60
Total	60	60

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SPECIMEN